

## Armstrong Elementary

8601 White Horse Road  
Greenville, South Carolina 29617

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	486 Students	
<b>Principal</b>	Jacqueline V. Goggins	864-355-1100
<b>Superintendent</b>	Phinnize J. Fisher, Ed.D.	864-241-3456
<b>Board Chair</b>	Charles J. Saylor	864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	27	62	10	1

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Average	Yes
<b>2005</b>	Average	Good	Yes

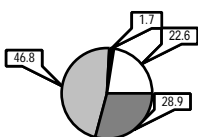
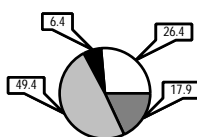
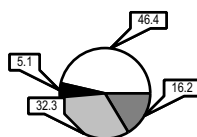
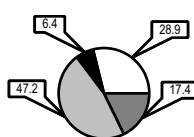
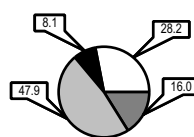
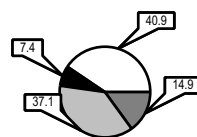
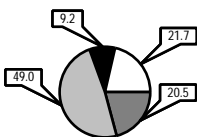
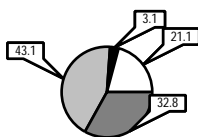
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	244	100.0	22.6	46.8	28.9	1.7	41.7	Yes	Yes
<b>Gender</b>									
Male	115	100.0	27.4	47.8	23.9	0.9	32.7		
Female	129	100.0	18.0	45.9	33.6	2.5	50.0		
<b>Racial/Ethnic Group</b>									
White	158	100.0	17.6	51.0	29.4	2.0	47.1	Yes	Yes
African American	52	100.0	30.6	36.7	30.6	2.0	32.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	31.3	43.8	25.0	0.0	31.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	199	100.0	18.4	46.3	33.2	2.1	46.3		
Disabled	45	100.0	40.0	48.9	11.1	0.0	22.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	100.0	22.6	46.8	28.9	1.7	41.7		
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	40.0	46.7	13.3	0.0	26.7	I/S	I/S
Non-Limited English Proficient	229	100.0	21.4	46.8	30.0	1.8	42.7		
<b>Socio-Economic Status</b>									
Subsidized meals	144	100.0	32.4	46.3	21.3	0.0	30.9	Yes	Yes
Full-pay meals	100	100.0	9.1	47.5	39.4	4.0	56.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	244	100.0	26.4	49.4	17.9	6.4	45.5	Yes	Yes
<b>Gender</b>									
Male	115	100.0	31.0	42.5	20.4	6.2	43.4		
Female	129	100.0	22.1	55.7	15.6	6.6	47.5		
<b>Racial/Ethnic Group</b>									
White	158	100.0	19.0	52.9	20.3	7.8	50.3	Yes	Yes
African American	52	100.0	40.8	38.8	16.3	4.1	40.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	37.5	50.0	9.4	3.1	31.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	199	100.0	18.4	55.8	18.9	6.8	49.5		
Disabled	45	100.0	60.0	22.2	13.3	4.4	28.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	100.0	26.4	49.4	17.9	6.4	45.5		
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	46.7	53.3	0.0	0.0	6.7	I/S	I/S
Non-Limited English Proficient	229	100.0	25.0	49.1	19.1	6.8	48.2		
<b>Socio-Economic Status</b>									
Subsidized meals	144	100.0	38.2	44.9	15.4	1.5	36.8	Yes	Yes
Full-pay meals	100	100.0	10.1	55.6	21.2	13.1	57.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	244	99.2	45.9	32.6	16.3	5.2	21.5
<b>Gender</b>							
Male	115	98.3	43.2	35.1	18.0	3.6	21.6
Female	129	100.0	48.4	30.3	14.8	6.6	21.3
<b>Racial/Ethnic Group</b>							
White	158	98.7	33.8	41.7	18.5	6.0	24.5
African American	52	100.0	63.3	18.4	12.2	6.1	18.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	75.0	12.5	12.5	0.0	12.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	199	99.0	42.0	34.0	18.1	5.9	23.9
Disabled	45	100.0	62.2	26.7	8.9	2.2	11.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	99.2	45.9	32.6	16.3	5.2	21.5
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	93.3	6.7	0.0	0.0	0.0
Non-Limited English Proficient	229	99.1	42.7	34.4	17.4	5.5	22.9
<b>Socio-Economic Status</b>							
Subsidized meals	144	100.0	58.8	25.7	12.5	2.9	15.4
Full-pay meals	100	98.0	27.8	42.3	21.6	8.2	29.9

<b>Social Studies</b>							
All Students	244	99.2	28.3	47.6	17.6	6.4	24.0
<b>Gender</b>							
Male	115	98.3	27.9	51.4	12.6	8.1	20.7
Female	129	100.0	28.7	44.3	22.1	4.9	27.0
<b>Racial/Ethnic Group</b>							
White	158	98.7	21.2	51.7	19.9	7.3	27.2
African American	52	100.0	46.9	32.7	12.2	8.2	20.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	31.3	53.1	15.6	0.0	15.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	199	99.0	23.4	50.0	19.7	6.9	26.6
Disabled	45	100.0	48.9	37.8	8.9	4.4	13.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	99.2	28.3	47.6	17.6	6.4	24.0
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	40.0	53.3	6.7	0.0	6.7
Non-Limited English Proficient	229	99.1	27.5	47.2	18.3	6.9	25.2
<b>Socio-Economic Status</b>							
Subsidized meals	144	100.0	39.0	41.2	16.9	2.9	19.9
Full-pay meals	100	98.0	13.4	56.7	18.6	11.3	29.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	85	100.0	25.9	35.8	33.3	4.9	38.3
	4	87	100.0	26.8	41.5	31.7	N/A	31.7
	5	89	98.9	22.9	51.8	22.9	2.4	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	82	100.0	16.3	43.8	36.3	3.8	40.0
	4	84	100.0	30.0	38.8	31.3	0.0	31.3
	5	78	100.0	21.3	58.7	18.7	1.3	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	85	100.0	35.8	54.3	9.9	N/A	9.9
	4	87	100.0	14.6	52.4	23.2	9.8	32.9
	5	89	98.9	27.7	48.2	15.7	8.4	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	82	100.0	26.3	63.8	7.5	2.5	10.0
	4	84	100.0	26.3	40.0	21.3	12.5	33.8
	5	78	100.0	26.7	44.0	25.3	4.0	29.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	82	98.8	45.6	40.5	12.7	1.3	13.9
	4	84	100.0	51.3	21.3	18.8	8.8	27.5
	5	78	98.7	40.5	36.5	17.6	5.4	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	82	98.8	30.4	53.2	12.7	3.8	16.5
	4	84	100.0	25.0	47.5	20.0	7.5	27.5
	5	78	98.7	29.7	41.9	20.3	8.1	28.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 486)</b>				
First graders who attended full-day kindergarten	94.4%	Up from 91.3%	100.0%	100.0%
Retention rate	3.9%	Up from 2.3%	3.8%	3.0%
Attendance rate	96.4%	Down from 96.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Down from 9.6%	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	Down from 5.8%	3.3%	3.2%
Eligible for gifted and talented	8.5%	Down from 11.0%	10.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Up from 11.3%	9.0%	8.2%
Older than usual for grade	0.8%	No change	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 1.6%	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	48.6%	Up from 32.4%	51.2%	52.6%
Continuing contract teachers	68.6%	Down from 73.5%	84.2%	83.3%
Highly qualified teachers	94.1%	Up from 92.3%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 91.3%	87.3%	87.0%
Teacher attendance rate	95.3%	Down from 95.5%	94.7%	95.0%
Average teacher salary	\$38,999	Up 2.3%	\$41,504	\$41,703
Prof. development days/teacher	13.1 days	Up from 10.0 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.5 to 1	18.4 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 91.3%	89.1%	89.8%
Dollars spent per pupil*	\$4,582	Down 13.3%	\$6,026	\$6,242
Percent of expenditures for teacher salaries*	63.4%	No change	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The students, faculty, staff, parents, and the community members of Armstrong Elementary, in collaboration with the School Improvement Council, have once again made great accomplishments.

We continued to strive toward attaining our goals as outlined in our school portfolio in order to address areas of need and to ensure academic success for all of our students. Academic challenges were provided to increase student performance through daily classroom instruction, a program for gifted and talented students, and tutorial programs for students not meeting standards on standardized testing. Tutors included community and parent volunteers and students from North Greenville College and Furman University. Opportunities for enriching our curriculum included special speakers, performances and field trips for all grade levels.

In addition to becoming a Title 1 school, we accomplished suggestions made by the SACS review peer team last year. There was reduction in class sizes in grades 5K, 1, 2, 4 and 5 using funds from Title 1 and state and district initiatives. Parental involvement/participation in school activities was increased with workshops held during school and evening hours including workshops for our Hispanic parents. An SIC link was added to the school web page to increase parent and community awareness. The front entrance door was redesigned to help provide a safer environment. Additionally, a fire drill bell was installed on the 5K playground. More staff development was provided on current and innovative methods, including Every Day Counts calendar math in which 84% of the teachers were trained. The book collection in the media center was expanded by 500+.

AYP goals were met and the Palmetto Silver award was awarded. With funds from this award, all grade levels purchased additional instructional materials with an emphasis on science materials. The Sunshine Math and Math Superstars program was implemented to help children develop critical thinking skills and impact PACT scores.

During 2005-06 we will continue the process of aligning and implementing standards-based instruction utilizing a variety of methods. Emphasis on Reading, Social Studies, and character education will be a part of our theme "Going Places."

Students will remain the center of our focus at Armstrong Elementary School. We will continue to provide opportunities and a rigorous curriculum that will help students strive toward meeting their maximum potential.

Julia Metcalf, SIC Chair  
Jackie Goggins, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	32	68	26
Percent satisfied with learning environment	90.3%	86.6%	92.0%
Percent satisfied with social and physical environment	96.8%	89.4%	92.3%
Percent satisfied with school-home relations	77.4%	86.4%	76.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.